

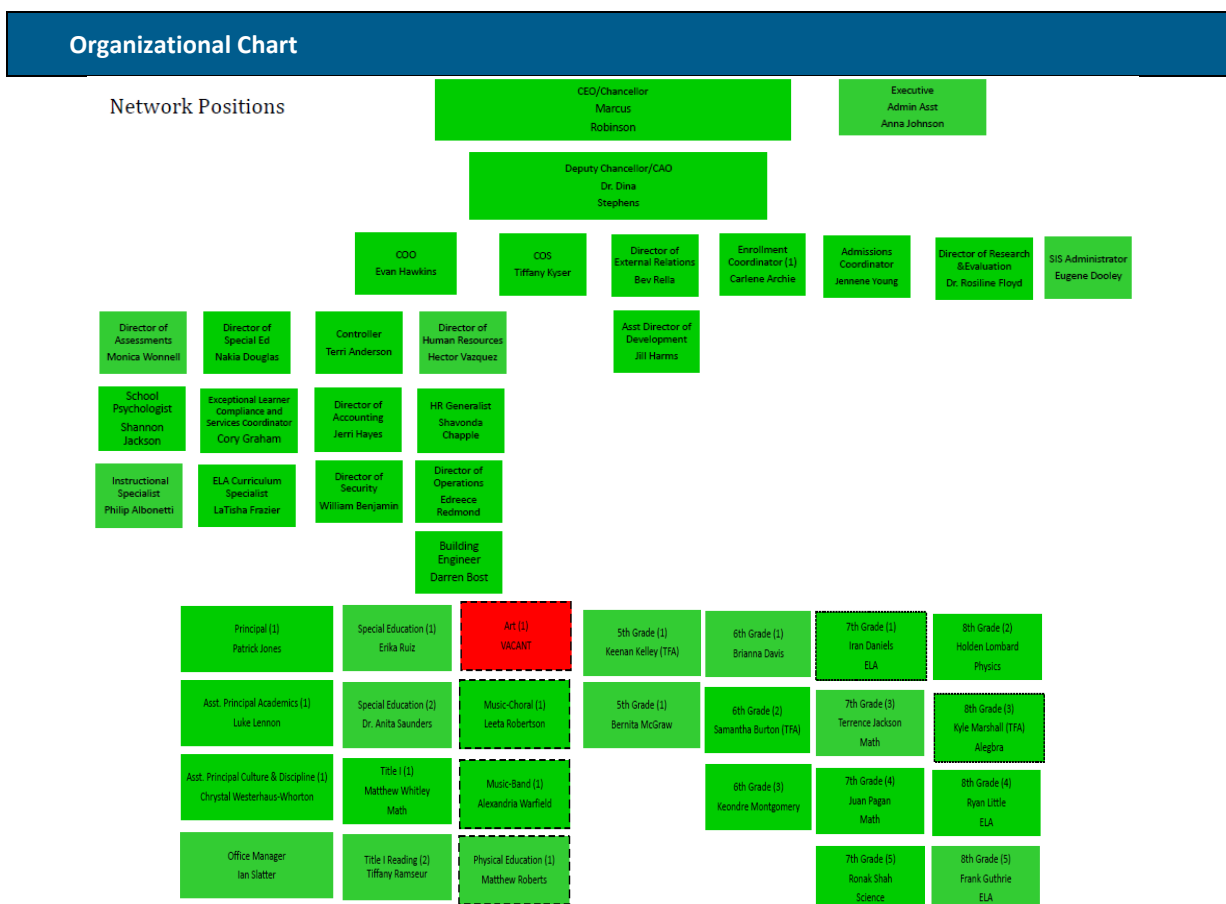
Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						ES
	Consistency in providing information to and consulting with the schools' board of directors						AS

Tindley Preparatory Academy (TPA) is part of the Tindley Accelerated Schools (Tindley) network, which oversees five schools in Indianapolis. Tindley opened its flagship school in 2004 and has since built a robust network leadership team that includes a Chancellor and Chief Executive Officer, a Chief Academic Officer, and a Chief Operating Officer. The network leadership team, along with network support staff, supports the schools in areas such as curriculum and instruction, professional development, reporting, financial management, human resources, and technology. Members of the network leadership team all demonstrate sufficient academic and operational expertise. Prior to the Principal opening TPA in 2012, he served several years as a teacher within the network and has a track record of high academic success. Key leadership positions at the network and school remained stable throughout the year.

In order to allow the Principal to focus on internal communications and daily operations, the network managed the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners. The network has worked over the years to develop many local and national partnerships to gain funding, develop programming, and support the schools. While the Principal did not regularly attend monthly board meetings, the Chancellor attended and provided network updates. No specific method of reporting on school performance was required during board meetings but the Chancellor advocated for the creation of an academic committee, whose focus would be school level performance. Chancellor updates to the Board of Directors were thorough and extensive and included information on fundraising, general organizational strategy and expansion plans, budget and finance, staff and student recruitment and retention, and major school events. At year's end, the network and board were still working towards a common understanding of how data (i.e. financial, FTE count) should be presented at meetings.



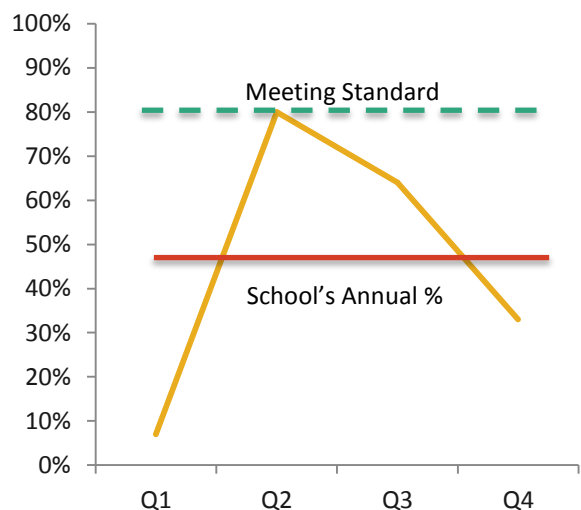
The Tindley network utilized an extensive system of data analysis and provided TSA with tools and training to systematically collect and analyze student data to set goals and inform academic programming. During academic review meetings with OEI, the Principal was able to understand, analyze, and demonstrate implementation of effective strategies in response to data. For example, when formative assessments included more rigorous questions than previous standardized tests, the principal researched other schools across the nation and developed a new system at TPA to ensure both staff and students were adequately prepared. Considering enrollment alone, the Mayor's Office received a disproportionate number of phone calls from TPA parents expressing concerns about the school's discipline and retention policies. Parents and OEI noted that the Principal responded promptly, respectfully, and intentionally to resolve the issues in a timely manner.

Overall, due to the consistent academic and operational leadership, TPA receives a **Meets Standard** for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	DNMS	AS				
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						AS

During the 2014-2015 school year, the Director of Operations (DO) was primarily responsible for submitting compliance documents to the Mayor's Office (OEI). Documents such as employee spreadsheets, board meeting minutes, and quarterly reports were frequently submitted late. At the close of the 2014-2015 school year, however, all outstanding documents had been submitted and the DO was intent on putting processes in place to improve the network's on-time reporting.

TPA maintained compliance with all material sections of its charter and submitted amendments as necessary. Network and school staff members were consistently actively engaged in meetings with OEI and maintained sufficient communication with OEI between scheduled meetings. However, network and school staff canceled a scheduled academic meeting with OEI at the last minute, noting a

On-Time Compliance Reporting Percentage (3.2a)


previously uncommunicated conflict with their school calendar. Despite the significant concerns with reporting timeliness and the instance of a meeting cancellation, the network and TPA were aware of and showed efforts to ameliorate those issues. Thus, TPA receives an **Approaching Standard** for compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	ES	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors for Tindley is active, experienced, and provides competent oversight for the four schools. The board is comprised of individuals with experience in finance, education, law, social services, business, and community engagement.

The board demonstrated a clear understanding of and commitment to the mission of Tindley, to provide all students – regardless of past academic performance – with a rigorous education that prepares them for college. As the network continues to expand, board members frequently discussed and debated the most effective manner to do so without compromising services to current students. These conversations covered, but were not limited to potential expansion of the flagship campus, the proposed educational model of the new, music-focused elementary school slated to open in August 2015, and hiring and retaining great teachers and staff to support growth. The board was very active in the community and worked to secure financial resources to support Tindley’s expansion and the implementation of mission-aligned programs.

Skill Sets Represented on Board

Legal



Business



Finance



Education



Community



Board Overview

The Charter for Accelerated Learning, Inc. holds the charter for Tindley Summit Academy.

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Members

majority

Required for Quorum

The Tindley board meets monthly.

The Tindley board currently holds charters for five schools in Indianapolis: The Charles A. Tindley Accelerated School, Tindley Preparatory Academy, Tindley Renaissance Academy, Tindley Collegiate Academy, and Tindley Summit Academy.

During the 2014-15 school year, the board of directors for Tindley maintained consistent and transparent communication with the Mayor’s Office. The network dealt with several challenges throughout the school year, including, but not limited to, financial performance, teacher retention, parent concerns, and strategic growth. The board displayed a thoughtful approach to each concern, and worked pro-actively to address the issues. A review of board meeting minutes and notes demonstrates that, in each instance, the board asked network staff critical questions to understand the challenge at hand and offered its expertise, when viable, to remediate. Specifically, the board’s finance committee worked closely with the network’s Chief Operating Officer to streamline the budget and review contracts and lease negotiations.

The primary communication and collaboration between the board and network staff occurred

during board meetings. The majority of discussions revolved around expansion and focused more on strategy and policy than on school-level academics and operations. When parents did address the board directly regarding teacher turnover, school-level communication and those factors’ impact on their children’s academic success, the board chair responded with humility and respect. Ultimately, the board and Chancellor agreed that the Chancellor would host fireside chats wherein parents would have a targeted platform to address their concerns.

Regarding governance operations, throughout the course of the year the board maintained compliance with its bylaws, adhered to the material sections of its charter, and did not note any conflicts of interest. Meetings were held monthly and while the board typically met quorum, attendance was often low with an average of 6 out of 13 directors absent at each meeting. Board meeting minutes were provided to OEI in a timely manner and included all necessary information as per IODL.

Due to the consistent leadership and stewardship of the board of directors, TPA receives a **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	n/a	DNMS	AS				
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

During the 2014-2015 school year, the Tindley board primarily communicated and collaborated with the network leadership team during monthly board meetings. Since the network team provided support in the areas of academics, operations, finances, human resources, and reporting, the Chancellor was able to provide up to date information at relevant times throughout the year.

The Principal at TPA received a thorough evaluation at the close of the 2014-2015 school year. Annually, the board provides an evaluation of the network Chancellor that is aligned to the mission and goals of the Tindley Network. However, the board has yet to develop a system for setting board goals or assessing its own performance throughout the year, preventing the board from objectively measuring its effectiveness at the close of the year.

Noting that finances were a concern from the previous school year, the board took a more pro-active role in monitoring and directing the Chancellor on priorities and goals for the 2014-2015 school year. Although some meetings were tense, the board and network staff managed conflicts in a manner that demonstrated a shared commitment to the school's mission.

The Tindley board has created a positive and collaborative working relationship with the network leadership team. However, due to the lack of a formalized self-evaluation tool, TPA received a rating of **Approaching Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2014-15, TPA's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of TSA's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard		The school does not meet standard on either school-specific non-academic goal.				
	Approaching standard		School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific non-academic goals				
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	N/A	N/A	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Between 80 and 85% of parents will attend parent-teacher conferences.						MS
	Between 80 and 84.9% of eighth grade scholars will enroll into college preparatory high schools.						MS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, TPA set its first goal around parent attendance at parent-teacher conferences. The school reports that 81% of parents met the criteria for the goal, and therefore the school received a **Meets Standard** on its first goal.

TPA set its second goal around eighth graders committing to attend a college preparatory high school of the upcoming year. The school reports that 82.8% plan to meet that goal in the 2015-16 school year, and therefore received an **Meets Standard** on its second goal.

Overall, TPA received a **Meets Standard** on this section of the OEI performance framework.